Journal of Emerging Trends in Economics and Management Sciences (JETEMS) 9(3):169-179

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Enhancing the Entrepreneurial Skills among Ghanaian Students, the Bedrock of Job Creation (Entrepreneurship Education)

[1]Prof. Emmanuel Opoku Ware, [2]D . D. K. Kornu and [3]Prof. Adusei Boadu M.
[1]Faculty of Applied Science, AgriBusiness and Business Administration
Methodist University College Ghana
[2]School of Business, Accounting & Finance Department
Evangelical Presbyterian University College Ghana
[3]Accra Institute Technology, Ghana
Corresponding Author: Prof. Emmanuel Opoku Ware

Abstract
The importance of entrepreneurship education that positively impact on the creation of new ventures has been widely recognized. Although numerous studies of entrepreneurship education have been conducted within a university setting, the results are mostly fragmented. Therefore, by using a systematic framework, this research is focused on examining relevant learning and institutional supports within a university context for those who want to become successful entrepreneurs. This descriptive study is based on in-depth interviews with respondents at a private university. The gathered data are coded, and they result in a mapping of entrepreneurship education. There are some important findings from this research. One is that the university already has facilities to support learning within the institution, although it lacks in the management to optimize their utilization. The other is that the assurance of the students' learning effectiveness is not well managed.

Keywords: entrepreneurship, entrepreneurship education, framework of entrepreneurship education, successful entrepreneur, entrepreneurship skills, job creation

INTRODUCTION

Enterprise education is defined as the process of equipping students (or graduates) with an enhanced capacity to generate ideas and the skills to make them happen. Entrepreneurship education equips students with the additional knowledge, attributes and capabilities required to apply these abilities in the context of setting up a new venture or business. All of this is a prerequisite for entrepreneurial effectiveness, that is, the ability to function effectively as an entrepreneur or in an entrepreneurial capacity, for example within small businesses or as part of 'portfolio careers, where multiple job opportunities, part time work and personal ventures combine'. Enterprise and entrepreneurship are transdisciplinary, with a strong connection to issues of employability, innovation, knowledge transfer, commercialisation, and intellectual property.

The call for a greater emphasis on enterprise and entrepreneurship education is compelling. Driven by a need for flexibility and adaptability, the labour market requires graduates with enhanced skills who can think on their feet and be innovative in a global economic environment. There is an acknowledged need, as well as a political imperative, for an infrastructure that supports and enhances enterprise development across the curriculum. The Oslo Agenda for Entrepreneurship Education in Europe (2006) calls for: better integration across subject areas, improved practice-based pedagogical tools, and better approaches to teamwork, whether internal or external (through collaboration with industry and business). Of importance for the higher education community is to offer learning opportunities that are meaningful, relevant and lead to skills that enhance lifelong learning.

There is currently a disconnect between academia and business: researchers lack significant business training during their education. This gap in training, which stems from the focus on professional education (eg, in medicine), can impair academic researchers' potential integration into the world of entrepreneurship and business management because they lack the business training to know how to build a healthy business model. Today, psychologists, physicians, and other academics are increasingly developing interventions for skills improvement and job creation, yet the leap into large-scale implementation of these interventions usually requires business knowledge. Without this knowledge, researchers are often unable to successfully develop their ideas commercially and they cannot manage to turn them into successful products or companies.

Entrepreneurship education focuses on the development of skills or attributes that enable the realization of opportunity, where management education is focused on the best way to operate existing hierarchies. Both approaches share an

interest in achieving "profit" in some form (which in non-profit organizations or government can take the form of increased services or decreased cost or increased responsiveness to the customer/citizen/client).

Entrepreneurship education can be oriented towards different ways of realizing opportunities:

The most popular one is regular entrepreneurship: opening a new organization (e.g. starting a new business).[3] The vast majority of programs on university level teach entrepreneurship in a similar way to other business degrees. However, the UK Higher Education system makes distinction between the creativity and innovation aspects, which it sees as a precursor to new venture development. Here Enterprise is defined as an ability to develop multiple ideas and opportunities that can be made real, and entrepreneurship is defined as the development of business acumen that can realise the full potential. This enables any discipline that is subject to the UK Higher Education's Quality Assurance Agency for Higher Education's guidance, to offer subject-based entrepreneurial curriculum.

The European Commission set out a series of learning outcomes that address the need for European-wide perspectives on how such learning should be evaluated, and highlight the need for teacher development at all levels. [5] Best practice guidance for schools and teachers is also available via the Directorate-General for Enterprise and Industry's Entrepreneurship 2020 Unit.

Moreover, in 2015 the OECD partnered the European Commission to produce guidance for the development of skills and competencies for entrepreneurship. An alternative approach is action-based entrepreneurship education programs.[8] This is sometimes also labelled as venture creation programs (VCP).[9] In these programs the students launch a new business as an integral part of the learning process. The most comprehensive VCP programs therefore also run a business incubator on site and operate over a long time period (e.g. 1–2 years).

Another approach is to promote innovation or introduce new products or services or markets in existing firms. This approach is called corporate entrepreneurship or Intrapreneurship, and was made popular by author Gifford Pinchot in his book of the same name. Newer research indicates that clustering is now a driving factor. Clustering occurs when a group of employees breaks off from the parent company to found a new company but continues to do business with the parent. Silicon Valley is one such cluster, grown very large.

A recent approach involves creating charitable organizations (or portions of existing charities) which are designed to be self-supporting in addition to doing their good works. This is usually called social entrepreneurship or social venturing. Even a version of public sector entrepreneurship has come into being in governments, with an increased focus on innovation and customer service. This approach got its start in the policies of the United Kingdom's Margaret Thatcher and the United States' Ronald Reagan.

Entrepreneurship is also being developed as a way of developing skills such as risk-taking and problem solving that facilitate achievement of life goals and in education.

Entrepreneurship education has a vital role in guiding all learners to become more entrepreneurial-minded (Hegarty, 2006). The implementation of entrepreneurship education within universities is aimed to infuse the entrepreneurial culture and spirit into the students as well as to create new educated entrepreneurs and new businesses (US Department of Commerce, 2013). In other words, the expected outcome is to produce well-educated entrepreneurs to create jobs. According to 46 case interviews at European Universities, there are several barriers to Entrepreneurship Education (EE): EE depends on the efforts of just few people, academic staffs members do not have enough time to engage in EE, inadequate of educators' competence, lack of funding to support EE, some academic staff members oppose the introduction of EE, lack of support for EE from government, lack of good quality of materials, lack of academic credibility, lack of recognition for excellent EE, and lack of support from top management (FORA, ECON and NIRAS Consultant, 2008). Meanwhile, according to a survey result on 549 company founders in Unites State, 70% of them said that university education was important to support students to become successful entrepreneurs (Wadhwa, Aggarwal, Holly, &Salkever, 2009.

The role of entrepreneurs has well been respected as a greater contributor in economic development of most nations (Ogbo, 2012). Nations will develop faster if they have high quality, creative, and innovative entrepreneurs that implement new ideas into practical actions in every business. Developing countries have some important issues of entrepreneurs. For examples, India has new business ownership rate of 4.9%, Malaysia has 5.2%, Philippines has 6.7%, Thailand has 10.4%, and Indonesia has 20.4%. Also, there have been low intentions to become entrepreneurs for the last 3 years. Malaysia has 11.8% of entrepreneurial intention, Thailand has 18.5%, India has 22.8%, Indonesia has 35.1%, and Philippine has 44.1% (Global Entrepreneurship Monitor, 2013).

Learning about and experiencing enterprise whilst still at university can have several benefits. It gives students an alternative career option and the confidence that they can set up their own business or social enterprise. Enterprise skills will also be useful to those in employment, or those who will become self-employed and work on a freelance or consultancy basis, helping develop a 'can-do' confidence, a creative questioning, and a willingness to take risks - important to provide readiness for a rapidly changing economy, and to enable individuals to manage workplace uncertainty and flexible working patterns and careers Enterprising skills such as team working and the ability to demonstrate initiative and original thought, alongside self-discipline in starting tasks and completing them to deadline, are essential attributes that have been identified by employers as priority issues.

Although many of the policy drivers described in this section are concerned with employability and the broader UK economy, enterprise and entrepreneurship education can provide highly engaging learning opportunities, particularly when related to the programme of study chosen by the student; developing enterprising abilities can enrich both students' educational experience and their career prospects, especially within micro and small enterprises.

Several studies of entrepreneurship education were conducted in order to support students to become successful entrepreneurs. However, the tangible results were often difficult to observe due to low intentions to become entrepreneurs in developing countries. Co and Mitchell (2006) conducted the mapping of existing popular courses offered and observed the existing classroom delivery techniques. Other studies conducted the mapping of entrepreneurship education within a higher education institution (Solomon, 2007; Varblane & Mets, 2010). Some studies only focused on teaching methods such as entrepreneurial-directed approach (Heinonen & Poikkijoki, 2006) and problem-based learning approach (Tan & Ng, 2006). There are also some other studies focusing on students such as their psychological aspects (Ibrahim & Soufani, 2002; Gelderen, 2010) and the importance of selection process of students (Dhliwayo, 2008). It can be concluded that most of these current research are unsystematic and tend to focus on students and all facilities from institutions. Very little do they describe about the assurance of learning, staff members' competence, and ways to improve the entrepreneurship education.

Throughout the 1980s universities were encouraged to participate in programmes that would raise students of enterprise and assist them to start their own business but during the 1990s engagement declined. In 1997, Dearing's National Committee of Inquiry into Higher Education revitalised the call, recommending that universities consider the scope for encouraging entrepreneurship through innovative approaches to programme design. By 2000 business and entrepreneurial development had been listed by Universities UK as one of four strategic goals for British universities. The UK Government introduced a significant third funding stream to English higher education institutions, with the aim of stimulating universities to reach out to business and the community, called the Higher Education Innovation Fund. The broad aim of this initiative was to add value to society and the economy though the transfer of knowledge and presented an opportunity for higher education institutions to contribute to the development of entrepreneurial and enterprising staff, students, and graduates.

In 2008, the Department of Business, Enterprise and Regulatory Reform reported on the Government's renewed strategy and vision to make the UK the most enterprising economy in the world and the best place to start and grow a business.15 It laid out a new enterprise policy framework around five separate but interlinked themes as key enablers for the country's enterprise performance: culture of enterprise, knowledge and skills, access to finance, regulatory framework, and business innovation. The report highlighted the need for enterprise education from primary to tertiary education, the Government's vision of inspiring an enterprising approach among students and graduates, and the promotion of innovation as a core driver for enterprise. Indeed, engagement in entrepreneurial learning at university has been shown to influence entrepreneurial intent, and actual business start-up.

According to the Regulation of the Minister of Education and Culture Republic of Indonesia Number 49, Year 2014 concerning the National Education Standards of Higher Education, in chapter 2, section 4, The National Education Standards consists of: competency standard, learning content standard, learning standard, learning assessment standard, standard faculty and staff, learning infrastructure standard, standard learning management; and financing standard of learning. A systematic framework proposed in this study can be used as a guideline for mapping and evaluating the learning process to achieve the institution's learning outcomes in accordance with the national standard of higher education in Indonesia.

Enterprise and entrepreneurship receives regular media coverage, raising public awareness of its importance. Schools and colleges are also developing provision, meaning the higher education sector needs to prepare for new kinds of student. In 2005, a seminal report by Professor Allan Gibb, Towards the

Entrepreneurial University: Entrepreneurship Education as a Lever for Change, put forward a framework for establishing learning outcomes in enterprise education together with suggestions for action. Gibb called for better engagement with entrepreneurial staff leaders, noting the attendant challenges in terms of staff training, assessment, and formal recognition of appropriate skill.

LITERATURE REVIEW

"Entrepreneurship education" and "small business education" are two typical words used in entrepreneurship literature to describe entrepreneurship training programs. Entrepreneurship education, more associated with North America literature, refers either to training programs devoted to helping future entrepreneurs start up their business or to education programs preparing for a career in entrepreneurship (Vesper, 1982; Ronstadt, 1987). Small business education" more European, is often used to cover entrepreneurship education, education for small business ownership and self employment, continuing small business education, and Small business awareness education. A more agreeable term "entrepreneurship development program" (EDP)-meaning any set of structured courses designed to inform, train, and educate those interested in participating in socio economic development through projects aimed at business awareness and creation or at the teacher training-- has been agreed on by three international authorities (Béchard and Toulouse, 1998). The organizations are the International Network of Management Development (INTERMAN), the United Nations Development Program (UNAP), and the International Labour Organization (ILO) in Geneva. Béchard and Toulouse reviewed EDPs from angles of teaching content, teaching method, school and community networks and educative values. On teaching content, they identified that various kinds of information needed to start up and manage a small business are provided. Their research observed that course content is rather built more on the trainer's expertise than on the needs of learners, market opportunities, and the business project's stages of development. They also pointed that little is provided on intuition (know when); social skills (know whom); technical skills (know how); or attitudes, values, and motives (know why) which are required for success. Discussions on Entrepreneurship development mainly focus on various aspects of business and not so much about tendency towards entrepreneurial traits or characteristics.

General measure of Enterprising Tendency Test-GET2 by Caird (1991) assumes that enterprise is a wider concept that includes more than business owner-managers and entrepreneurs, recognizing that there are different types of entrepreneurs, distinguished by their growth orientation, motivation, type of business, involvement with new technology, association with business owner management, and so on. The enterprising person may be an entrepreneur, or an intrapreneur, working within organizations, or the voluntrapreneur who sets up and leads voluntary projects in the community. An enterprising tendency is defined as the tendency to start up and manage projects. The discussion surrounding the content of entrepreneurship curriculum concerning what, who and how to teach entrepreneurship is an ending. According to Edwards and Muir (2005) entrepreneurial curriculum develops differently across universities, either as an optional module within business courses or a specific course on entrepreneurship. Béchard and Toulouse (1998) also proposed that four possible view points are held by four categories of people: the educators viewpoints; the student-entrepreneurs; those who design the programmes and the evaluators when it comes to the development of entrepreneurship programmes in tertiary institutions.

The European Directorate General for Enterprise and Industry's report, Effects and Impact of Entrepreneurship Programmes in Higher Education presents results that clearly indicate that entrepreneurship education in higher education makes a difference. It has impact on intention, competence and employability and generally benefits society and the economy. The report underlines the importance of developing effective educational capacity across all disciplines. Within a higher education setting, the fostering of enterprise and entrepreneurship has traditionally sat in business schools and focused on financial gain, but this is changing dramatically. Many graduates from areas such as the creative arts become self-employed, and graduates from many of the professional areas may well go on to run their own practices. Interest in social enterprise is increasing with schemes such as HECFE and UnLtd's higher education support programme promoting social entrepreneurship to staff and students at higher education institutions in their area of influence. The Institute for Small Business and Entrepreneurship argued in 2004 that there was a need to develop programmes tailored to the specific needs of target markets, rather than providing generic courses. They recommended this should include all facets of enterprise and entrepreneurship education: curriculum based, extra-curricular activity for students, and university-based business start-up support for students and graduates.
Entrepreneurship education is assuming extraordinary pertinence within a scholarly scheme all over the world (Alberti, Sciascia, &Poli, 2004).

There seem to be world-wide recognition that states entrepreneurship can contribute to economic development (Szirmai, Naude, &Goedhuys, 2011). As a matter of fact, the number and variety of courses

offered in entrepreneurship education have increased over the past two decades (Solomon, 2007). It means that more and better entrepreneurship education would affect more and more entrepreneurs (Matlay, 2008). The project partners organized by Herrmann et al. (2008) have addressed the effective learning and institutional supports for entrepreneurship education within a university context. They are proposing a framework for entrepreneurship education strategy based on a set of guiding principles informed by international expert panel members.

The framework contains the institutional environment, the engagement of key stakeholders, and the development of entrepreneurial practices. Institutional environment means that universities can provide the right environments which inspire and motivate individuals to find opportunities, acquire resources, and take actions in a variety of contexts that have relevance to their lives and aspirations. In such environments, there should be clarity about the entrepreneurial outcomes, the alignment between the entrepreneurial outcomes and the appropriate ways of learning, and the kind of learning that needs to take place. The engagement of key stakeholders means that entrepreneurship does not take place in isolation from its broader environment, which means that continuous learning is sustained through relationships with stakeholders and others. Indeed, successful entrepreneurship is more likely to happen in a situation where the stakeholders provide learning opportunities and facilitate the creation and exchange of tacit knowledge. Development of entrepreneurial practices means that the delivery of the desired entrepreneurial outcomes challenges institutions and educators to review and reflect on what needs to be taught and learnt and how the appropriate learning environments and approaches can be created. Such practices should be clearly aligned with the existing goals outcomes, and assessment processes.
In 2005, a seminal report by Professor Allan Gibb,

Towards the Entrepreneurial University: Entrepreneurship Education as a Lever for Change, put forward a framework for establishing learning outcomes in enterprise education together with suggestions for action.34 Gibb called for better engagement with entrepreneurial staff leaders, noting the attendant challenges in terms of staff training, assessment, and formal recognition of appropriate skills.

The National Centre for Entrepreneurship in Education (NCEE) was originally established as the National Council for Graduate Entrepreneurship in 2004. Under its new name from 2011, the Centre continues to pursue its aims of raising the profile of entrepreneurship across further and higher education, stimulating cultural change across universities and colleges, building capacity through staff development, and supporting the choice of business start-up or new venture among students, graduates and staff. In 2007 the Centre published a report on good practice in enterprise development in UK higher education which also identified potential barriers to further development. In the same year, the Centre published the results of a survey of enterprise and entrepreneurship provision across higher education institutions, which was repeated in 2010. Between 2005 and 2007 the Council commissioned and published a framework for enterprise education, which was an early attempt at identifying graduate learning outcomes. www.ncee.org.uk .

The drive for enterprise education within higher education was an important element of the 2011 White Paper for Higher Education 'Students at the Heart of the System',19 and universities' commitment to student entrepreneurship was praised in a further 2011 report by HEFCE.20 The need for enterprise education and entrepreneurship opportunities for students in higher education - including postgraduate research students - was highlighted in the 2012 Wilson Review of Business-University Collaboration21 commissioned as part of the 2011 White Paper.19 Beyond the UK, EU policy has also stressed the need for entrepreneurship education and university engagement in the drive for economic growth.22,23 Similar statements have been made by the UN24 and the World Economic Forum.25 Parallel with the increasing calls for enterprise education in the 2000s, student numbers in UK higher education went through a large expansion, justified by the Government on economic grounds and assumptions about a future knowledge-based economy.26 In 2008 and 2009, predictions were of a significant shortfall in the number of graduate jobs available for students when they finished their degrees.27 The situation improved in 201028 but with level growth and uncertain economic times ahead, it is not clear if the improvement will continue. The loss of public sector graduate jobs is likely to be particularly acute meaning that graduates will require higher levels of skills in business and enterprise to compete in the changing job market, or to create self-employment opportunities and employment for others.

The study conducted by Varblane and Mets (2010) was focused on the mapping of entrepreneurship education in 774 higher education institutions in 22 European transition countries. The analysis of information obtained from the web-based sources and a questionnaire showed there were 332 institutions in the region offering entrepreneurship-oriented courses, modules, or curricula. They explored the curricula of entrepreneurship, entrepreneurship courses and centers, and teaching methods. They also provided the analysis results of their exploration data with descriptive statistics. Similarly, the study done by

Solomon (2007) was to conduct the mapping of courses offered, teaching methods, periodicals used in class, and technology supports from institutions. This study, the sixth survey conducted by the author since 1979, provided an analytical overview of entrepreneurship education in the USA from the year of 2004 to 2005 in 270 institutions. They also provided the results along with their descriptive statistics. According to Co and Mitchell (2006), the most popular courses were focused on Entrepreneurship and Small Business Management as one of the basic knowledge and skills needed for the identification, evaluation, and exploitation of opportunities. The findings showed that the teaching of entrepreneurship was conducted in traditional classroom delivery, such as lectures. The teaching and assessment methods used in entrepreneurship education are varied. Very little is known about the effective teaching techniques and assessment methods for entrepreneurship.

Heinonen and Poikkijoki (2006) conducted an experimental study with the entrepreneurial-directed approach, whose result showed that the approach could seemingly encourage students to broaden their perspectives and develop their entrepreneurial skills and behavior. Similarly, Fayolle, Gailly, and Clerc (2006) conducted experimental research which was focused only on the evaluation of certain programs by using the entrepreneurial intention (Theory of Planned Behavior) as a tool to measure the effectiveness of entrepreneurship education. They used this statistical tool to examine the relationship between variables in the study. Another study also proved that a problem-based learning approach could improve students' appreciation and capacity for entrepreneurship (Tan & Ng, 2006). Solomon (2007) noted that although educational institutions were shifting toward a more knowledge sharing environment, where class discussions and guest speakers were becoming popular, the traditional teaching method of creating business plans still existed as a foundation for teaching entrepreneurship and small business management.

The viewpoint made by Gelderen (2010) states the importance of autonomy as the guiding aim for entrepreneurship education. The primary aim is to encourage students to work based on their own internal motivation. The research conducted by Dhliwayo (2008) focused on the important of a student selection process. They stated that "only the students with the right entrepreneurial attitude that will be successfully processed or graduate into an entrepreneur". Another research conducted by Ibrahim and Soufani (2002) focused on a model of entrepreneurship training. They argued the importance of entrepreneurial traits, competence, and managerial skills to promote successful entrepreneurs. Henry, Hill, and Leitch (2005) conducted research on learning process in different situations, which were the classroom and the real world. They mentioned about the criteria of success for both situations. An important research conducted by Mwasalwiba (2010) assessed the alignment among generic objectives, target audience, teaching methods used, and impact indicators used to measure the effective learning in entrepreneurship education.

Studies have shown that entrepreneurship education has a range of positive effects. Training on entrepreneurship has positive effects on entrepreneurial awareness and selfperception of skills for start-up. In UK-Wales, activity inputs across schools, VET and higher education coordinated through a strong Youth Entrepreneurship Strategy (YES) has resulted in a steady rise in youth entrepreneurial activity (among 18-24 year olds) 3.5% in 2002 to 10.2% in 2011. In Denmark, evaluation of the entrepreneurship education strategy shows a strong impact on students' enterprising behaviour, with 78% more of those students receiving entrepreneurship education in ninth grade becoming leaders, and twice as many founding new activities or ventures outside school. There was a similarly strong impact at university level, where the number of students who started their own company during their education increased by 50% if they had received entrepreneurship education. Danish studies have also shown the more entrepreneurship training and education an individual has, the higher their income, even when other factors are taken into consideration, such as gender, age, or other education and employment.

DISCUSSION

The recent economic crisis underlined that Europe struggles to respond to unexpected shocks: unemployment rates have risen alarmingly in many Member States with the youth and disadvantaged groups bearing the greatest cost. At the same time, employers face difficulties in filling available job positions, with reasons including lack of experience and lack of key competences. However, there has been an overall increase in the level of early stage entrepreneurship activity amongst 18-29 year olds since 2003, rising from 4.3% in 2003 to 6.7% in 2012, with a slight dip during the crisis. This bucks the trend of youth employment levels that have been decreasing steadily.

However on many measures of entrepreneurship, Europe lags behind other areas of the world. The rate of total early stage entrepreneurial activity is only 8% in Europe compared to nearly 13% in the USA and 14% in China. According to a Eurobarometer survey on entrepreneurship in 2012, only 37% of Europeans said that they preferred self-employment to being an employee. This compared to 82% in Turkey, 63% in Brazil or 56% in China.

In Denmark, a coherent strategy was launched in 2009. The strategy was developed and signed jointly by four ministries, the Ministry of Culture; the Ministry of Science, the Technology and Innovation; the Ministry of Education and the Ministry of Economic and Business Affairs. Denmark offers a unique example regarding the way the strategy is implemented, as it is under the responsibility of a private organisation, the Danish Foundation for Entrepreneurship - Young Enterprise (FFE-YE). The Foundation was established in 2010 and since then has promoted collaboration between educational institutions and government organisations. This helps ensure that the contribution of different ministries is made coherent and also ensures the involvement of key stakeholders. FFE-YE ensures the integration of entrepreneurship education in all education levels, and aims at "strengthening and creating a coherent national commitment and initiative for promoting entrepreneurship". Relevant educator training and teaching resources are also administered by the Foundation. Denmark is also one of the few countries that have embedded impact assessment in their strategy for entrepreneurship education: FFE-YE is also the centralised, national knowledge and research centre for entrepreneurship education.

In two regions of the UK – Wales and Scotland - funding is provided for student-led entrepreneurship networks in higher education, with VET also funded in Wales. This supports a small salary or stipend for a student intern or champion to develop the club and its membership, and ensure it links with wider institution and national activities available for students and graduates interesting in developing entrepreneurial skills and/or starting a business. In England, NACUE have now developed student-led entrepreneurship societies in 80 of the 91 English HEIs. They have been given core funding to provide central support for the development of societies across VET, with the target of having student-led societies in 160 colleges in England by 2015. Peer to peer promotion is an important tool at institutional level, to engage learners into business start-up activities and increase the potential of start-ups both during and aftergraduation. JADE is an umbrella organisation of more than 280 student-run businesses (junior enterprises) across 200 universities in 13 European countries. This network is run by the students themselves with the objective of bridging the gap between academia and real business world. The Technical University of Munich (UnternehmerTUM) in Germany inspires and empowers students, academics and professionals by providing practically oriented training in entrepreneurship education, combined with innovation and start-up projects. UnternehmerTUM identifies and evaluates promising technologies in science and industry. In collaboration with start-ups and established companies, it develops and realizes projects to successful new business creation. A systematic approach was developed for the rapid establishment of start-ups, spin-offs and new business concepts. UnternehmerTUM analyses the ideal financing alternatives for start-ups and corporate innovations, and helps clients to acquire subsidies and venture capital.

One of the findings from this study is a systematic framework to portray an entrepreneurial learning within a university context. It is valuable because we can get a better understanding on the factors that contribute to manage entrepreneurship education successfully. The research implications to the practitioners are that they have to monitor the wholly integrated system proposed in the framework to manage entrepreneurship education in order to reach the institutional goals effectively. The institution has to focus not only on the students but also on the staff members. The institution must also fulfill all needs of both the students and the lecturers either for learning or for teaching. It is expected that by meeting all of their needs, the students can learn satisfactorily and the lecturers can give their best performance as the learning facilitator to enhance their students' ability, opportunity, and incentive to learn.

Introduction to "Entrepreneuring"– Person and Process

This Masters course for one/two year programmes at Jönköping International Business School (JIBS) provides an understanding of different contents, roles and contexts of entrepreneurship, and helps students to find their 'entrepreneurial selves' through criticalreflection and practical experimentation. The course covers various perspectives on the following topics: entrepreneurship in new and existing organisations, entrepreneurial creativity, business opportunities, feasibility of venture ideas, and preparing new venture ideas. Traditional lecturing is limited to create space for social interaction, both between peer students and external stakeholders. Accordingly, group assignments dominate, whether they concern pitching own venture ideas, where the students' determination to enact a venture or a game exercise, where their ability to deal with urgency and to improvise are tested. Further learning offerings include conversations with experienced academics and practitioners who visit the business school. More (inter)active encounters with external stakeholders include short-term in-house projects with firms in the adjacent science park or in the local business community. Further communities, such as the social and cultural, are invited to create partnerships with students during the course. Equally important as the different primary teaching tactics focusing on different subjects is an intense blogging activity by the students in which these tactics are embedded and which creates a foundation for advanced reflexivity. A broad set of assessment procedures are adopted, associated with both the different teaching tactics

mentioned above. The overall blogging is, as many of the other activities, based on the exchange in peer groups and evaluated accordingly. Considering that several of the course components are co-constructed by the students themselves, their competences, initiatives and interaction, only part of the teaching efforts can be designed and prepared in advance. Instead the teachers have to be prepared to deal with theoretical and practical problems as they arrive over the course period. The staff accordingly must be both academically qualified and well acquainted with different communities in the local/regional setting of the university. The Pitch event is scheduled to take on March 5, 2018, at the Ghana International Trade Fair conference hall. The Ghana Trade Fair Company has organized trade fair to inspire, educate and promote business in the country. The main avenue is 'The Pitch' which is a one-day training program for both upcoming and existing entrepreneurs.

Entrepreneurship Capacity Building by Ghana Trade Fair Company

The Pitch initiative is in line with the theme of this year trade fair which states "Industrializing Ghana: Creating Jobs". The platform will aim at offering business opportunities and mentoring Ghanaian entrepreneurs.

According to Dr. Agnes Adu, the Chief Executive Officer of the Ghana Trade Fair Company, the focus now is on trade exhibitions. She noted that in the past, some companies such as Kasapreko, EPP, and Chrisaach have grown got exposure during exhibitions. The CEO added that industrialization is a key component of economic growth. This strategy will make Ghana the economic hub of West Africa in the near future. She emphasized that new entrepreneurs will learn from the successful startups at the event. The proposed topics for discussion include; the transition from employee to employer, desperation or passion and financing your business. Other topics are; when to start a business, why are you an entrepreneur, communicating your business ideas and raising capital.

She further noted that the program will catalyze the creation of business ideas by the local participants. This initiative will thus support the government agenda (one district one factory policy). Admission is ongoing and open to all private and general public applicants.

CONCLUSION

Innovativeness through the creation of new companies and new business areas are seen as key factors to achieve economic goals at the firm, the regional, and the national level. A restricting factor is the availability of competent individuals to manage projects and become entrepreneurs. Universities can address this need by increasing the motivation and competence of their graduates to become key persons in innovative and entrepreneurial activity. Entrepreneurship education has traditionally focused on teaching individuals, but many initiatives are increasingly becoming more action-oriented, emphasizing learning by doing.

Many different inputs are required for successful entrepreneurship, one of the most important being entrepreneurship skills. Higher education institutions provide unique environments for nascent entrepreneurship activities and OECD work shows that tailored practices have emerged in educating future entrepreneurs and in helping them to take their first steps in starting-up and growing a business. To best support entrepreneurship, universities themselves need to be entrepreneurial in the content and delivery of their entrepreneurship education, entrepreneurship research activities and promotion of local development, and in the development of strategic partnership that they build locally, nationally and internationally.

Entrepreneurship support is often a new activity for universities and they face challenges in designing and delivering appropriate entrepreneurship education and business start-up services for graduate entrepreneurship. This is also a new domain for policy makers, who can play an important role in supporting universities become more entrepreneurial and to support the development of a strong local entrepreneurship support system.

This paper presents a number of action-based activities, The cases show that entrepreneurship education focuses less on teaching individuals in a classroom setting and more on learning-by-doing activities in a group setting and a network context. Several initiatives have multiple goals, such as educating entrepreneurs, establishing new ventures, and commercializing university research. Implications for setting up an action-based entrepreneurship education program are provided.

It is vital that education, training and youth policy continue to bring entrepreneurship into the mainstream of educational policy and implementation, to build impact of education as growth-friendly investment and inspire long-term policy reform.

It is important that, however entrepreneurship education is represented in policy terms, there is coherence across the different policy Ministries/department leads and a common vision of what needs to be achieved. Entrepreneurship education policy approaches should draw upon the vision and the goals that each country or region aims to achieve, identify the competent authorities that design and monitor the implementation of all agreed steps, and lay out procedures and allocate funding

based on need. Policy documents should create a joint vision across departments and across educational levels, promote cooperation between government and other stakeholders, provide visibility to entrepreneurship education, raise awareness and bind all actors involved. Policy may have a national, regional or even local coverage, depending on the governance structure of each country. At the core of any proposed policy approach, is the concrete need to be cross-cutting.

A strategy cannot be developed overnight; there are clear steps that need to be taken to ensure relevance, impact, and sustainability.

The Commission document Towards Greater Cooperation and Coherence in Entrepreneurship Education: Report and Evaluation of the Pilot Action High Level Reflection Panels also indicates a progression model for the development of entrepreneurship education strategies.

It is clear that both developing and improving an entrepreneurship education strategy takes time and effort, but it is essential in order to achieve a tangible, comprehensive and sustainable impact on the learning system and results in terms of employability, business development, and active citizenship.

Within education environments, entrepreneurship centres can form a focus for related activity across institutions and a central point for developing links across the local economic and start-up community. They can be based in different areas of the institutions, such as business faculty, guidance section or student support/liaison. Centres are more widespread in higher education, however this practice is spreading across the VET environment. Non-formal education providers can make valuable links to formal education-based centres, to promote the activity and support through these channels. Alternatively, they can work with community-based centres where these exist.

Learning entrepreneurial skills within the curriculum is often a good baseline for aspiring entrepreneurs, but more specialized workshops can offer detailed knowledge to support the aspiring entrepreneur.

Financing a new start-up can be hard for younger aspiring entrepreneurs who have no financial resources of their own, particularly in countries with higher start-up costs. An Ernst and Young survey of entrepreneurs found that half emphasised the importance of access to finance as the most effective way to accelerate entrepreneurial activity. This provides a policy impetus for the entrepreneurship education effort to be more directly dovetailed with access to finance. From a learning perspective, this builds on the early inclusion of financial literacy. Business incubators and accelerators Dedicated environments for either hot-desking or more intensive incubation of new businesses are springing up across the world. These play a vital role in nurturing new startups, and often provide a holistic environment where a number of different support mechanisms can come together.

There are several important findings from this research. One is that the institution has already had facilities to support learning within the institution itself although lacking in the management to optimize the utilization of the facilities. The assurance of learning to guarantee the students' learning effectiveness is also not well managed. The previous studies mostly researched about the learning and institutional supports partially. They mostly focused their research on the opportunity to learn, such as programs, teaching methods, and facility supports. Very little did they explore about staff members' competence and how to improve it The future research should conduct an evaluation for this current mapping to get a better understanding on the effectiveness of the learning and institutional supports. This mapping should be applied in other business schools to get some insights about the best learning practices. Then, we can do cross-case analysis to get some patterns that can be used to build a learning theory of entrepreneurship education in developing successful entrepreneurs.

The literature seems to have expressed a strong link between entrepreneurship education and the development of entrepreneurial mindsets (Gorman et al., 1997; Ronstadt, 1987; European Commission, 2004). In contrast the study found rather a weaker link between the entrepreneurship development course of the postgraduate level and preparedness of grandaunts to create businesses, at least from the student perspective. Few agreed that the knowledge and the skills acquired have developed their capacity to create businesses. Of course, the study also revealed counter evidence of increasing student interest in entrepreneurship.

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